



TENNESSEE DEPARTMENT OF

EDUCATION

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Advanced Fashion Design

Primary Career Cluster:	Arts, A/V Technology & Communications
Consultant:	Casey Haugner Wrenn, (615) 532-4879, Casey.Haugner@tn.gov
Course Code(s):	TBD
Prerequisite(s):	<i>Visual Art I, Foundations of Fashion Design, and Fashion Design</i>
Credit:	1
Grade Level:	12
Graduation Requirements:	This course satisfies one credit of three credits required for an elective focus when taken in conjunction with other Arts, A/V Technology & Communications courses.
Programs of Study and Sequence:	This is the fourth course in the <i>Fashion Design</i> program of study.
Necessary Equipment:	Access to textiles lab is recommended.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, appropriate student placement can be offered. To learn more, please visit http://www.tn.gov/education/cte/wb/ .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit /dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	050, 051, 450
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.tn.gov/education/cte/Career_Clusters/artstech.shtml

Course Description

Advanced Fashion Design is the capstone course in the *Fashion Design* program of study. This course is designed to prepare students for further education and careers in the fashion industry. Through exposure to crucial business activities such as project management and product promotion, students will acquire advanced skills related to business professionalism, ethics, policies, and communication in

the fashion industry. In addition, students complete a capstone project during which they will create artifacts to include in a professional portfolio. While not required, student internships can provide an alternative route for students to master required course standards. Students who have the opportunity to participate in internships may be responsible for the following tasks: assisting in client presentations, resource updating and vendor management, assisting designers, and participating with design teams. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects and National Standards for Family and Consumer Sciences Education, Second Edition.*

Program of Study Application

This is the final course in the Fashion Design program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Arts, A/V Technology and Communications website at http://www.tn.gov/education/cte/Career_Clusters/artstech.shtml.

Course Standards

Occupational Safety

- 1) Demonstrate the ability to comply with personal and environmental safety practices associated with textile applications: the use of adhesives; hand tools; machines; and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations.
 - a. Inspect, maintain, and employ safe operating procedures with tools and equipment.
 - b. Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards, and regarding emergency response procedures.
 - c. Maintain a portfolio record of written safety examinations and equipment examination for which the student has passed an operational checkout by the instructor.(TN CCSS Reading 3, 4; TN CCSS Writing 4; FACS 16)

Professionalism and Ethics in Fashion Design

- 2) Collaboratively develop a professionalism rubric with performance indicators for each of the following professional attributes required within the fashion design industry:
 - a. Creative design skills
 - b. Ethical fashion business practices
 - c. Honesty
 - d. Respect
 - e. Communication
 - f. Responsibility(FACS 16)
- 3) Examine the Ethical Trading Initiative (ETI) and summarize its governance, mission, and strategies. Synthesizing popular commentary and scholarly perspectives on the Initiative and its effectiveness assess the domestic and global significance and implications of ETI's Base Code on the textile industry and clothing market. Apply principles from the ETI Base Code to compose a



personal code of ethics to follow in the fashion design industry. (TN CCSS Reading 2, 9; TN CCSS Writing 4, 7; FACS 16)

- 4) Examine current and emerging ethical issues related to the fashion design industry (e.g., fur debate, unethical labor practices, and fashion-inspired body-image disorders). Choose one such issue and develop a claim about its impact on the fashion industry's image. (TN CCSS Reading 7, 8; TN CCSS Writing 1, 4, 9; FACS 16)

Project Management

- 5) Interpret and apply basic components of business plans to design and complete a comprehensive business plan for a specific fashion line. Generate formal strategies for marketing, financing, manufacturing, and labor in the context of domestic and global markets. (TN CCSS Reading 7; FACS 16)
- 6) Create an outline that illustrates the basic components of project budgets commonly used in fashion design proposals (e.g., itemized budgets, non-itemized budgets, fixed budgets, and flexible budgets). Implement outline components to generate a comprehensive budget for a potential seasonal fashion line. (TN CCSS Reading 3; TN CCSS Writing 4; FACS 16)
- 7) Examine how businesses in the fashion design industry conduct project management processes. Compare and contrast components of project management models gathered from case studies of major or local designers. Generate a project management template that addresses the objectives required for organizing and producing a fashion show. (TN CCSS Reading 7, 9; TN CCSS Writing 4, 8; FACS 16)

Capstone Project

- 8) Demonstrate the application of advanced fashion design knowledge and skills to create a comprehensive, original fashion line with at least 10 pieces. Incorporate design and fabrication skills, technology applications and market indicators (e.g., trends, forecasting, target markets) to plan, problem-solve, and attain project goals. Project components may include but are not limited to the following:
 - a. Utilize computer-aided design software to illustrate project elements
 - b. Create 3-Dimensional models of project elements
 - c. Select and use appropriate materials and methods to fabricate project apparel
 - d. Create a design narrative board using textile samples and fashion sketches(FACS 16)
- 9) Research the effects of brand strategies on creating product identity and enhancing sales. Examine print and digital resources to compare brand strategies used in fashion design; develop an original business logo and designer label for the fashion line. (TN CCSS Reading 7; TN CCSS Writing 4, 7; FACS 16)



- 10) Summarize the main elements of a promotional mix and examine promotional activities specific to the fashion design industry. Develop and implement a promotional campaign to strategically position and publicize the fashion line. Produce and deliver a technology-enhanced presentation of the promotional plan for the fashion collection that could be translated into a runway fashion show. (TN CCSS Reading 2; TN CCSS Writing 4, 6; FACS 16)
- 11) Compile important artifacts that represent professional skills and personal style to create a professional portfolio and accompanying electronic representation. Develop a plan to distribute the electronic portfolio as part of a career job search and/or as admission to a postsecondary design institution. (TN CCSS Reading 1, 8; TN CCSS Writing 4, 9; FACS 16)

Internship Option**

- 12) Participate in a work-based learning internship experience to develop, practice, and demonstrate skills outlined in standards above. Internship should follow current Tennessee work-based learning guidelines as appropriate.
- 13) Create and continually update a personal journal to document internship activities. Draw connections between the experience and course content, thoughtfully reflecting on:
 - a. Acquired leadership and technical skills
 - b. Problem-solving techniques and decision-making skills
 - c. Team member participation in a learning environment
 - d. Personal career development(TN CCSS Writing 2, 4)
- 14) Upon conclusion of the internship, write an informative essay summarizing the internship experience and next steps for personal and professional growth. Produce a technology-enhanced class presentation showcasing highlights, challenges, and lessons learned from the internship. (TN CCSS Writing 2, 4, 6)

** Although a hands-on experience in work-based learning (WBL) is the most ideal, it is recognized that not all students will be able to be placed in a working establishment. If a student is placed, then the experience would follow Tennessee WBL guidelines found online at <http://www.tn.gov/education/cte/wb/index.shtml>.

Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 5, 6 and 10 at the conclusion of the course.
- TN CCSS Writing: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in



History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).

- Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5 and 10 at the conclusion of the course.
- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

